

Exploring Copyright through Collaborative Wiki Writing

by Troy Hicks

Global economies, new technologies, and exponential growth in information are transforming our society. Today's employees engage with a technology-driven, diverse, and quickly changing "flat world." English/language arts teachers need to prepare students for this world with problem solving, collaboration, and analysis—as well as skills with word processing, hyper-text, LCDs, Web cams, digital streaming podcasts, smartboards, and social networking software—central to individual and community success. (*21st Century Literacies: An NCTE Policy Research Brief*)

As we prepare students to be literate in the 21st century, NCTE and other professional organizations encourage us to teach them how to manage their digital lives in personally, professionally, and academically responsible ways.

The Role of Copyright

Copyright law, a key component of literacy in an increasingly digital culture, guides us all as we strive to understand the rights that we have as consumers of others' work, as well as the rights that we have as producers of our own work. (Read more about copyright and digital media in the box on page 12.)

By engaging in a problem-based model of learning and collaborative writing—with a wiki at the center of students' communication—this series of lessons for middle and high school students explores how copyright functions, and invites students to learn how to utilize digital materials appropriately.

Overview of Lessons

At the center of this series of lessons, you will rely on a web-based tool called a wiki: a web page that can be collaboratively composed, edited, and commented upon by multiple contributors.

By working through the scenarios related to copyright and inviting students to collaborate digitally with a wiki, we can introduce them to the power that comes from building off the ideas of others and remixing them with their own. Thus, they can be effective 21st century collaborators while still respecting copyright and the ethics of intellectual property.

This series of lessons is estimated to require about a week to two weeks, assuming five to seven class sessions with computer access, plus two to four additional hours outside class during which students are researching and writing online, whether in the computer lab, at home, or at the library.

A few logistical notes: First, these lessons require students to have regular Internet access at school and, ideally, at home. The digital divide remains a real problem in many of our schools and communities, but teachers whose students do not have home access to the Internet should still be able to accomplish these lessons with some additional planning. Assuming that students have access to computers in the classroom, in the school computer lab, or at the local library, teachers can spread the activities out over time, so that students have more in-school time to work, as well as more time to arrange library visits and other options.

Second, you might be wondering what a wiki is, let alone how to use one. Teachers from around the world have created many online guides, tutorials, and videos to help you get started with using wikis.

An hour or two of browsing the sites listed here and viewing examples of other education wikis will be enough to familiarize you with the basics of this simple-to-use tool. Then you'll be ready to start your own, which for a free wiki, usually involves little more than providing your name and email, naming your new wiki page, and typing an introduction to your first page.

Getting Started

To get started, first review Mark Wagner's presentation from the K12 Online Conference in 2006, "Wiki While You Work" (<http://k12onlineconference.org/?p=53>), which offers his presentation and links to many other wiki resources.

After that, try out a few wiki sites. The wiki site that I prefer is Wikispaces (<http://www.wikispaces.com/>), as it offers ad-free spaces for teachers, but you could use any of a variety of sites, such as PBWiki (<http://pbwiki.com/>), WetPaint (<http://www.wetpaint.com/>), or many more.

By getting a sense of the different interfaces and what the wikis look like to you as a viewer and editor, you will have a better sense of how to help your students use your wiki.

On the surface, a wiki looks like most other web pages with texts, images, and links. When you move into editing mode, a wiki offers a word-processor style "what you see is what you get" (WYSIWYG) function, allow you to add text and embed media such as videos and pictures. (See Figure 1, page 8).

Moreover, wikis have "discussion" and "history" pages which allow for users to add comments and also review versions of the page, respectively. Once you are familiar with these functions, you will be able to describe them to students, too, who will also quickly figure out how to use them.

While I know it's very nerve-racking for us all, as teachers, to talk to our students about things that we ourselves are not quite sure about, I can assure you that every time I have introduced wikis to students, they have caught on very

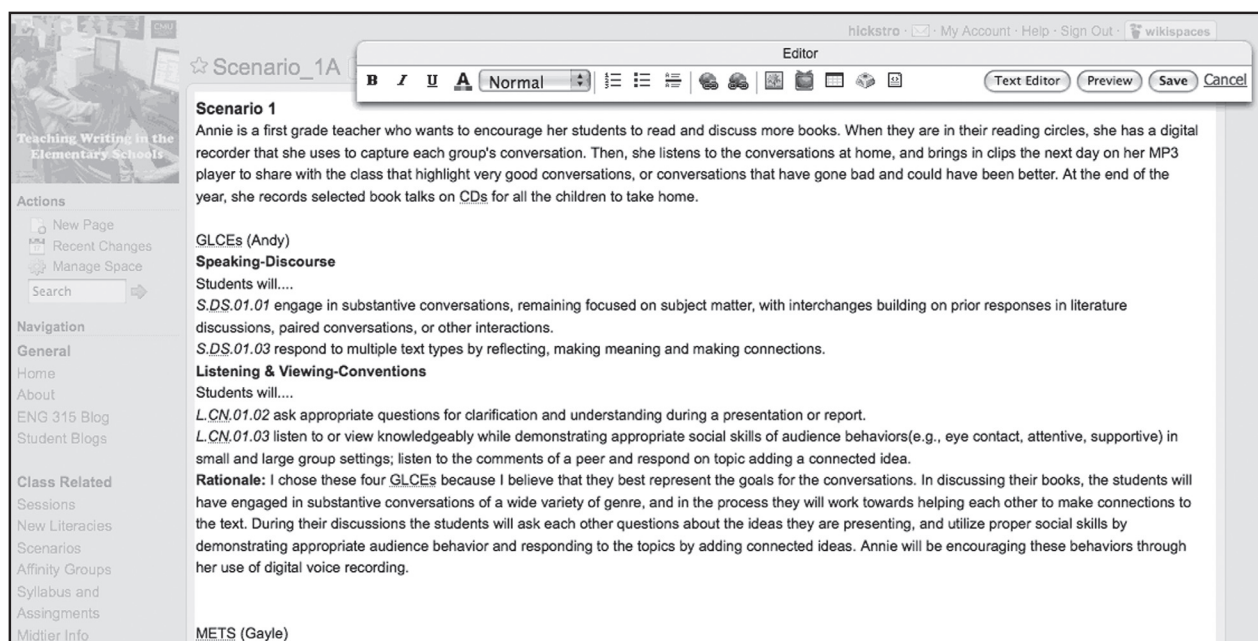


Image courtesy of Wikispaces.

Figure 1: An editor's view of a wiki page. Notice the WYSIWYG editing bar across the top, and also that the text is editable, much like a word processing document.

quickly, often helping me understand something new in the process. Trust that they will help you, too.

Step 1: Inviting Students to Think About Wikis

(Suggested time: 1 class period)

Our students have been called the “Net Generation,” the “Millennials,” “Digital Natives,” and a number of other names that capture the spirit of the times: bits and bytes, gadgets and gizmos, shorter attention spans and faster forms of communication.

While I agree with many of these descriptions, I also agree with the many teachers and scholars that contend students may be able to operate these gadgets, but that they may not be using them in critical and creative ways to read and write about their world.

So, at the same time I suggest we try to appeal to digital learners through multimodal communication, I also suggest that we add the value that we can, as adults and educators, in helping them think carefully about the decisions that they make when they choose and then use these tools.

Start the Conversation

For this first lesson, begin with a journal prompt or class discussion, asking them what they know about wikis.

One place to begin this conversation is by asking students about *Wikipedia*, as well as discussing your own stance on this open source encyclopedia.

You could ask students what they know about how *Wiki-*

pedia entries are produced, how often they are changed, and why some teachers (perhaps even your entire school) do not want students using *Wikipedia* as a source. Capture their initial ideas on a whiteboard or, perhaps, by typing them up on your wiki as a new page.

Next, to provide a better sense of how wikis work, show students *The Common Craft Show's* video, “Wikis in Plain English” (<http://www.commoncraft.com/video-wikis-plain-english>). This four-minute video gives a simple clear introduction to wikis, using the example of a group of people who use a wiki to plan a camping trip.

After showing the video, see if students can think of other situations in which a wiki could be useful. Typical ideas might include planning a party, writing song lyrics, planning a family vacation, creating a “memory” book of stories for a family member, and so on. Remind them that they will be creating a wiki page themselves soon, and that they’ll need to think about the issues that they will have to deal with as individual and collaborative authors.

Another helpful link to share with students is National Public Radio’s *On the Media's* report “Get Me Rewrite,” an eight-minute interview with author and instructor Clay Shirky about *Wikipedia*, how it was developed, how the *Wikipedia* community handles problems such as bad information and vandalism, and questions of “expertise and authoritativeness” (http://www.onthemediamedia.org/transcripts/transcripts_070805_rewrite.html).

To help students absorb the ideas as they listen to the audio clip, you may want to print out the online transcript and make it available to students to write on while you play

the audio clip.

If time allows, engage students in follow-up discussion with questions like the following:

- What are the risks of using an online reference like *Wikipedia*, which can be edited at any time by any of the users?
- What are the benefits of using an online reference like *Wikipedia*, especially in terms of timeliness of the information?
- If you needed to find reliable information on an important topic, would you trust *Wikipedia* as a source? Justify your answer as to why you would or would not.
- What does Clay Shirky mean when he says, “What makes a wiki good is not the technology, but the community?” How does this idea relate to the wiki page that you and your peers are going to build?

Listening to and discussing these two texts will help familiarize students with wikis, and will also prompt them to engage in deeper thinking and discussion about collaboration, authority, and how knowledge is made in our culture. At the end of this lesson, invite students to weigh the pros and cons of working on a wiki, both as a reader and writer. (See page 10 for a sample handout students use to record their responses. Typical responses are illustrated on the completed handout on page 11.)

Step 2: Inviting Students to Work with Wikis

(Suggested time: 1 class period)

Begin by reviewing students’ pro/con chart from Step 1. After students have a conceptual understanding of wikis, it is time to have them do some nuts and bolts work.

When I set up wikis for my classes, the first thing that I do is have students create their own page, so they can practice working on the wiki without overwriting each other.

To do this, I ask them to create a “new page” on our wiki, using their name as the title. Then, I create one page with all of their names in a bulleted list so they can go back to that master list and insert a hyperlink to their own page. You could include your own name in the list, too, so as to show students how to highlight it and make a new link in the editing mode, thus creating their own page.

Sometimes, early in the process, I will intentionally ask a few students to edit this page at the same time so they can see how writing over others’ edits could be potentially devastating if a group hasn’t saved their work in a while. It is a good warning, so they do not actually lose a lot of work later on.

If time allows, it is also helpful to have students post pictures to their wiki pages, make links to other sites that they are interested in, and add some text about themselves, all to get used to the wiki interface.

Of course, students will always need to be given a caveat about privacy—remind them not to post anything that is in any way personal or private, or that they do not have permission to post.

From my experiences working with students and teachers who are learning new technologies, I find that giving people time to play and explore is helpful, and that is what I encourage you to do for at least thirty minutes of this class period.

While it may seem like this is a great deal of unstructured time, you can invite students who have mastered these basics to help those who have not. By the end of the period, everyone should have their own page on the wiki as an example, and allowing students to help one another will help them all reach that goal.

Collaborating on a Wiki

Once students have a basic understanding of the wiki interface, it is time to introduce them to the idea of creating a page on their wiki with a group. Discuss how the main page should reflect the consensus of the group, and point out that they can use the discussion page to hammer out disagreements or have more extended discussions about how to present their work. By stipulating that the main wiki page should present a unified voice, you are encouraging students to work collaboratively, and coming to consensus becomes a part of their writing process.

Class Discussion

Potential jumping-off points for class discussion at this stage include:

- how to find a group focus for their writing while maintaining individual responsibility to contribute;
- understanding when and how to edit others’ writing, as well as the differences between editing and revision; and
- how to deal with personality conflicts, both online and offline.

You can end the class period with a discussion of these ideas, as working together will continue to be a theme of the groups’ work throughout the rest of the unit.

Step 3: Introducing Scenarios for Student Groups

(Suggested time: 1 class period)

Now that students have an understanding of the wiki interface and the beginning of a group page, you can set up scenarios, which students will discuss, research, and ultimately base their wiki pages on.

To help prepare students, share some of the information about fair use and Creative Commons cited in the text box on page 12.

I encourage you to explore the recommended resources and integrate them into these lessons in a way that both fits the time you have available as well as what you think your students will be able to understand about fair use and Creative Commons.

Depending on the age level you are working with, you might tweak these examples a bit, but I generally find that giving students an authentic problem engages them in the process.

For instance, rather than asking them "Is it ethical to download music from the Internet?," you might set up a more nuanced scenario like this:

You and your friends have formed a band and want to distribute your music online. Some of the songs you play are covers, while some are original, with your own lyrics. What are the

legal implications of sharing your music and how would you go about deciding how to do so? What copyright protections, if any, would you put on your own original music?

While scenarios may not relate to the typical topics of English class such as writing essays and reading literature in an apples-to-apples way, the idea behind creating scenarios is to get students discussing the many issues related to copyright and, by extension, the types of 21st century literacies that are key to finding and using materials in an appropriate manner.

Topics for Scenarios

Simple scenarios can be developed to address a variety of other topics related to production and consumption of digital texts.

- Downloading and remixing music through legal means such as iTunes, illegal means such as BitTorrent, or copyright-free means such as the royalty-free FreePlayMusic or other Creative Commons sites. Also, the implications of digital rights management (DRM) and file type, where certain files can only be played on certain media players.
- Recording and posting videos of copyright-protected video broadcasts, from sitcoms to sports to the evening news, on sites such as YouTube. Similar questions about DRM are applicable here, too.
- Remixing materials from Creative Commons sites to create new media such as podcasts, digital stories, or music, and making proper citation and attribution credits. Moreover, deciding what kind of license to put on your own work.
- Downloading a text from Project Gutenberg <http://www.gutenberg.org> and copying and pasting sections of that text into a new text. For instance, creating character "blogs" or "profiles" from *Macbeth* that incorporate significant chunks of Shakespeare's text, copied and pasted directly from Project Gutenberg.

Additional scenarios can be developed based on your own curriculum, school context, and interests, or potentially from students' own experiences working with materials from the Internet.

Guidelines for Students

When providing scenarios to students, ask them to explore the copyright implications both of using the text outright and of using parts for interpretation or critical analysis. ►

Wiki Pro/Con Matrix

After viewing the "Wikis in Plain English" video clip and listening to the "Get Me Rewrite" audio clip, work with a partner to discuss and record the pros and cons of reading and writing wikis. Think about this from a technical aspect, as well as from the perspective of being a collaborative author.

	Advantages to You as an Writer/Reader	Disadvantages to You as an Writer/Author
Online access to the wiki and interface		
Ability to edit others' work (and potentially overwrite it at the same time)		
Ability to comment on the discussion page		
Ability to see the history of revisions		
Ability to add multimedia such as hyperlinks, sounds, and videos		
Ability to create additional pages		
Ability to evaluate authoritativeness of content		
Other:		

Wiki Pro/Con Matrix with Sample Responses

	Advantages to You as a Writer/Reader	Disadvantages to You as a Writer/Author
Online access to the wiki and interface	<ul style="list-style-type: none"> • Can get to it at home, school, or the library • Don't need to save a file on a jump drive 	<ul style="list-style-type: none"> • Can forget your login • Others could be editing the page
Ability to edit others' work (and potentially overwrite it at the same time)	<ul style="list-style-type: none"> • Can help edit your collaborators' work while at home or school, working alone or together 	<ul style="list-style-type: none"> • Can reverse changes that others have made • Your changes are tracked, so people can see if you have made a mistake, too
Ability to comment on the discussion page	<ul style="list-style-type: none"> • Can carry on discussions about group's wiki page • Can post questions to teacher or peers 	<ul style="list-style-type: none"> • May not be used effectively • People may not check the discussion page
Ability to see the history of revisions	<ul style="list-style-type: none"> • Helps show growth of article • Can see individual contributions 	<ul style="list-style-type: none"> • All changes are tracked, including errors • Page can be reverted accidentally
Ability to add multimedia such as hyperlinks, sounds, and videos	<ul style="list-style-type: none"> • Can create a richer text with multimedia • Could incorporate copyright-friendly materials as examples 	<ul style="list-style-type: none"> • Page can become overloaded with multimedia, losing focus • Copyrighted materials may be included inadvertently
Ability to create additional pages	<ul style="list-style-type: none"> • Groups can supplement ideas on their "home" page, including definitions or examples 	<ul style="list-style-type: none"> • Adding additional links could become confusing or detract from the central content
Ability to evaluate authoritativeness of content	<ul style="list-style-type: none"> • Since the work is produced by students, it will match their sense of audience 	<ul style="list-style-type: none"> • Mechanical errors in the writing as well as factual errors in the content could confuse the reader
Other:		

Copyright in a Digital Age

Digital media—as the multiple lawsuits and Congressional hearings about file sharing services like Napster attest—has malleable properties that allow it to be in different places all at once, unlike traditional print texts, images, and art. The ways in which we use digital media—from PDFs to MP3s to JPEGs—has less to do with where we got it from (and whether or not we purchased the rights to use it) than it has to do with where the file is legally and ethically permitted to be used or shared.

In short, thinking about copyright and intellectual property has become a part of how we communicate through text, image, and sound, and, in turn, has become a topic critical to English language arts instruction.

Why is it critical? If we want to teach our students good research and citation practices, then we need to model them. Part of that process is understanding fair use, and the rights and responsibilities that teachers and students have when using copyrighted work.

Fair Use

Fair use relies on four tests to determine whether copyright has been infringed: the purpose of use, the nature of the copyrighted work, the amount of work used, and the effect of the use on the work's market. See the Wikipedia entry on fair use at http://en.wikipedia.org/wiki/Fair_use.

It is worth brushing up on these principles. Hall Davidson has created a clear chart that explains fair use for teachers, and it is worth taking a look at to see if the materials that you are using in your classroom fall under fair use guidelines. We as teachers are sometimes guilty of telling our students to cite the intellectual property of others while we violate copyright laws, a double standard that we cannot continue to hold. Visit http://www.halldavidson.net/copyright_chart.pdf.

Also take a look at Eric Faden's "A Fair(y) Use Tale," which uses short clips of Disney movies to illustrate the four principles of educational fair use, at http://www.youtube.com/watch?v=CJn_jC4FNDo.

How and Why to Use Digital Media

Furthermore, there is a new ethos emerging about how and why to use digital media, including text, images, videos, and sounds.

While there are many items that students and teachers can use that are in the public domain (see, for instance, the Library of Congress at www.loc.gov and Kitzu at <http://kitzu.org/> for a number of items that are available for use in the public domain), there are many things that we cannot. Don't believe it? Do a search on "Disney copyright" and see what you come up with.

Among a number of educators calling for copyright reform, Stanford law professor Lawrence Lessig (<http://www.lessig.org/>) has argued that the ways we share our ideas through digital media are fundamentally different than other media we are used to such as books and tapes.

With the advent of the Internet and the sharing of digital media, we are now able to download, remix, and upload digital content. Lessig and his colleagues have developed a new form of copyright, Creative Commons (<http://creativecommons.org>), that allows content creators to retain certain rights to their work while allowing others to use it as well in their own creations.

There are movies and comics on the site that outline how Creative Commons functions, thus describing the different ways in which creators can allow for different uses of their work. For another succinct explanation of Creative Commons, view Educause's "7 Things You Should Know about Creative Commons" handout at <http://connect.educause.edu/Library/ELI/7ThingsYouShouldKnowAbout/39400>.

The Creative Commons website also allows you to search and find images on <http://flickr.com/>, to find video clips on <http://blip.tv/>, to find music on <http://www.owlmm.com/>, and to find sound clips on <http://www.freesound.org/>.

Exploring the Creative Commons site, movies, comics, and other resources can be a part of this series of lessons and help students understand how to license their own creative work.

Understanding copyright law (along with fair use and Creative Commons) has become a key component of being a reader and writer in our digital age, and lessons related to copyright, intellectual property, and digital media will help your students understand the many ways in which they can integrate the ideas of others into their own work, both creatively and ethically.

—Troy Hicks

Also, invite students to discuss the implications of re-broadcasting the text online, or only within your classroom, and how that changes the ways that they can use the text. For all scenarios, students should explore the terms of use or copyright agreement, and make explicit reference to what the content owners will allow, what fair use policy dictates, and their own ethical judgment.

Next, ask students to build the case for what they will argue on their scenario homepage. They must justify why and how they should, could, or would use particular content, and what fair use provision they would apply in order to use it.

They must also find cases that are similar to their own, offering interpretation of how the case was decided and, if appropriate, links to other web resources that could contribute to their overall argument. Each student group's scenario web page will largely be composed as a collaborative text, yet could take on multimodal components, too, through the addition of links, photos, video clips, and so on. Groups should wrap up this initial discussion during class time, as they will all begin to contribute to the wiki page inside and outside of class over the next few days.

Step 4: Teaching Collaboration and Co-Authorship

(Suggested time: 2 to 3 class periods, with homework)

Teaching students how to work together, let alone write together, remains one of the most challenging tasks in teaching writing. Part of our task as teachers, then, is to help students see the many ways in which they can collaborate and to encourage them to move towards a co-authored form of writing where they are engaging in their individual writing, peer editing and revision, and crafting a unified voice in their final piece.

In *Writing Together: Collaborative Learning in the Writing Classroom*, Tori Haring-Smith (1994) suggests that collaborative writing can take many forms, from the traditional peer response/editing and brainstorming/planning that a group might do all the way through writing with one another. She defines three forms of collaborative writing that may take place once students move beyond these phases of talk and support for each others' writing:

- Serial writing—in this mode of collaborative writing, a "train of individuals" works on a text. This could take the form of employees creating individual sections to a report that the supervisor compiles and sends out without further collaboration. This would be cooperation at its basic level. (p. 361–2)
- Compiled writing—here, individuals all add components of the text and retain "some control over part of the final text" so the reader can tell who wrote what. This might be a collection of essays or poems. This would be a more

advanced form of cooperation, because all the parts have to fit, but there is not a great deal of negotiation among all the writers that goes into this kind of writing. (p. 362–3)

- Co-Authored writing—in this type of writing, "it is difficult (indeed, often impossible) to distinguish the work of one writer from another." In terms of collaboration, this would be a text where all authors have a stake in what is said. There is often one facilitator here who coordinates the final draft of the text, but everyone is expected to contribute equally in terms of the content, revision, and editing. (p. 363–5)

Evaluating and Discussing

Over the course of a few class periods, before, during, and after students work in their groups, discuss each of these kinds of collaborative writing and ask students to evaluate and jot notes about where they think their group is at on the continuum from serial writing to co-authorship.

Of course, there is no single correct answer for this, but using the wiki's capabilities to show how authors are contributing to their pages can help. For instance, you could show how an initial sentence from one author was edited or completely revised in a later version of the page by one of the other authors.

Better yet, show a place where a first author's ideas are built upon by a second author, who then contributes his or her own ideas to the piece. Point out groups that are succeeding in co-authorship by discussing scenarios that are developing into well-reasoned arguments, and have the group discuss their writing process in front of the class.

For instance, they may discuss how they are contributing their initial ideas and seeking feedback from group members, how they choose who will do surface-level editing, who will push for deeper revisions, and how they feel the overall text is developing.

Throughout the lessons, continue to discuss group norms, the expectations for how the final scenarios should read as full and complete texts, and how the group dynamics are supporting or impeding their work toward that goal.

For instance, are some students participating too much? Too little? When disagreements arise, are group members all willing to negotiate civilly until reaching consensus? Is decision-making shared among group members? By returning to these key concepts, you can help students self-regulate their writing process as individuals and as a group.

Also help make connections between what students are going through as authors and the topics at hand: copyright and intellectual property. Use questions like the following as the basis for writing assignments and deeper discussions:

- What about authorship? Who "owns" a collaborative piece? The initiator of the document? All the contributors, no matter what the contribution? The editors? The reviewers?

- Will there have to be a single, final author for each piece or can the final product truly be considered an “equal” experience for grading? Should it be?
- In what ways can a group who feels that a member is not pulling his/her own weight approach that member and help him/her contribute more?

Engaging in inquiry and debate on such questions will make the topic of copyright even more real for students as they create their own intellectual property. Depending on the amount of time you have, a variety of follow-ups are possible, ranging from short writing assignments to collaborative multi-modal projects, such as creating digital stories about particular instances of copyright infringement, or public service announcements about legal places to download music.

Step 5: Wrap Up and Assessment

(Suggested time: 1 class period, plus grading time)

Always a difficult process, assessment in a group project such as this becomes even more complicated. How and when do we assess the group? Individuals? The product itself?

As with most assessments, I decide what formative tasks I want individuals to accomplish (for example, create your own wiki page, contribute significantly to the group’s content, assist in peer review and revision) and what tasks I want groups to accomplish (for example, have a coherent scenario with a well-reasoned argument for your position).

In our state of Michigan, there are standards for research, collaboration, and expository writing that can easily be monitored during the project and used to create criteria for a final, summative assessment of the group’s scenario page.

For instance, argumentative writing can be taught through mini-lessons that show students how to “resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion” (Michigan Department of Education English Language Arts High School Content Expectations, http://www.michigan.gov/documents/ELA11-14open1_142201_7.pdf).

These elements of argumentative writing could be built into the summative assessment as criteria in a rubric, thus

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reinforcing the idea and showing students that they are a critical component of their writing.

No matter what choices you make about formative and summative assessment, there are a few key ideas about copyright that students should reflect in their work:

- Do they make a compelling argument for or against fair use based on the four principles of purpose, nature, amount, and effect of use?
- Do they understand the difference between materials in the public domain, under copyright, and open to Creative Commons license?
- In what ways were they able to appropriately incorporate public domain and Creative Commons materials into their work, especially if they create multimedia?
- In what ways do they cite their sources? Are they using hyperlinks to documents that are on the web and incorporating proper MLA or APA style?

These ideas could be used to develop an assessment rubric, or as the basis for reflection questions for students following the completion of the lessons. If you need help developing a rubric, you can use the free Rubistar rubric builder to get started (<http://rubistar.4teachers.org/index.php>).

Finally, you may have students share their work in short, in-class presentations and/or comment on the work of others by using the "discussion" feature on their wiki page. These extensions will add some time to this step of assessment, yet will also make the experience richer for students as viewers of and responders to the work of others.

Conclusion

While these lessons can be pursued at any time, they are especially valuable at the beginning of the school year, when they can help you establish norms for your classroom and for collaboration, as well as for what students should be doing to recognize and document their sources.

In this way, as students find images from flickr.com to insert into their digital stories or as they choose music to play in the background of a podcast, they will have a firm understanding of what they can use and how. Returning to the scenarios throughout the school year with each new project you take on as a class will allow students to see that reading and writing in a digital age is complicated, and that evaluating copyright and documenting sources is an ongoing part of authorship. Moreover, this kind of research and writing will position them as collaborators more than paper and pencil ever did.

Once that ethos about copyright and intellectual property is established and guiding students, discussion of other touchy topics such as plagiarism and cheating can be done in a context where students understand the consequences, positive and negative, of integrating other people's ideas with their own.

This will contribute to the type of problem solving, collaboration, and analysis skills that are critical to students' academic, personal, and professional success in the 21st century.

Troy Hicks is assistant professor of English, Central Michigan University, Mount Pleasant, and a member of NCTE's Assembly on Computers in English (ACE): <http://www.aceworkshop.org>. He blogs about "Digital Writing, Digital Teaching" at <http://hickstro.org>.

Troy Hicks and Dawn Reed will present a web seminar titled "Re-seeing the Writing Process with Blogging and Podcasting" on Dec. 2, 2008.

Visit <http://www.ncte.org/store/webseminars/129810.htm> to sign up or to order the OnDemand archive version.

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12. Tax Status Has Not Changed During Preceding 12 Months			
13. Publication Name: CLASSROOM NOTES PLUS			
14. Issue Date for Circulation Data Below: April 2008			
15. Extent and Nature of Circulation		Avg. No. Copies Each Issue During Preceding 12 Months	Actual No. Copies Single Issue Published Nearest to Filing Date
a. Total Number of Copies (Net Press Run)		9,886	9,579
b. Paid and/or Requested Circulation	(1) Paid/Requested Outside-County Mail Subscriptions Stated on Form 3541. (Include advertiser's proof and exchange copies)	-0-	-0-
	(2) Paid In-County Subscriptions (Include advertiser's proof and exchange copies)	8,095	7,689
	(3) Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Non-USPS Paid Distribution		
	(4) Other Classes Mailed Through the USPS	-0-	-0-
c. Total Paid and/or Requested Circulation (Sum of 15b(1), 15b(2), 15b(3) and 15b(4))		8,095	7,689
d. Free Distribution by Mail (Samples, Complimentary and other free)	(1) Outside-County as Stated on Form 3541	1	1
	(2) In-County as Stated on Form 3541	-0-	-0-
	(3) Other Classes Mailed Through the USPS	-0-	-0-
e. Free Distribution Outside the Mail (Carriers or other means)		-0-	-0-
f. Total Free Distribution (Sum of 15d and 15e)		1	1
g. Total Distribution (Sum of 15c and 15f)		8,096	7,690
h. Copies not Distributed		1,771	1,889
i. Total (Sum of 15g, 15h(1) and 15h(2))		9,866	9,579
j. Percent Paid and/or Requested Circulation (15c divided by 15g X 100)		99%	99%
16. This Statement of Ownership will be printed in the October 2008 issue of this publication.			
17. Signature and Title of Editor, Publisher, Business Manager, or Owner: Kurt Austin, Division Director, Publications; Date: August 11, 2008.			
I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including multiple damages and civil penalties).			